Oak Bank School

Equality Information and Objectives Statement for Publication Policy

Prepared by	Approved by	Date Approved	Review Period	Next Review
RF	Talent Management	June 2026	Annually	June 2027

Oak Bank is a Special school for students with Social, Emotional and Mental Health (SEMH) needs. The majority of students attending the school live within Central Bedfordshire, although a significant proportion travel from other authorities.

This policy is structured in 5 parts:

1. Opening statement
2. Information about the student population
3. How we have due regard for equality
4. How we consult and engage with Stakeholder on matters of equality
5. Promoting Equality through the Curriculum
6. Responsibility for the Policy
7. The Measurement of Impact and review of the Policy

Part 1: Opening statement

This statement applies to all students and staff:

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for all of our students extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to local residents, students and parents/carers and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation, gender reassignment, their marital or civil partnership status; being pregnant or having recently had a baby.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle inequalities, and reduce or remove them.

Oak Bank meets the diverse needs of its student population and makes advances in all aspects of equality through its focus on:

- Securing and maintaining excellent teaching, learning and assessment for all students
- 'Narrowing any gaps' in achievement identified within school and in comparison to local and national benchmarks
- Ensuring students are free from bullying in all its manifestations including all types of prejudice-based bullying
- Dealing effectively and consistently with student behaviour leading to self-management and reducing impact on learning
- Building a cohesive school community where all students thrive.

Part 2: Information about the student population 2025/26

Number of students on roll at the school:

Information on students by protected characteristics The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

All students attending Oak Bank have an EHCP that indicates SEMH as their primary need.

	Number of pupils	% of population
Pupils on Roll	**127 (136 over the year)**	**100%**
Pupils with an EHCP with SEMH as primary need	**136**	**100%**
Pupil information		
Boys	**117**	**86%**
Girls	**19**	**14%**
Ethnicity Data		
White British/English	104	
White and Black Caribbean	8	
White and Black African	3	
White and Aisian	3	
White Irish	1	
White other		
Pakistani	2	
Black Caribbean	4	

Bangladeshi	1	
Black British	1	
Any other mixed Background	8	
Gypsy Roma	1	
Religion		
Christian	15	
Roman Catholic	10	
No religion	76	
Muslim	4	
Jewish	1	
Anglican/Church of England	6	
Additional Information		
LAC	13	9.5%
FSM	87	70%
PUPIL PREMIUM	89	65%
EAL	2	1.5%

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Our entire school ethos and culture is about meeting the very individual needs of each student. Cohorts of students are small and statistically insignificant.

The schools Progress Tracking and Personalised Intervention Process ensures every child's progress is scrutinised and any slow or halted progress acted upon immediately.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.

We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of students.

Disability

We are committed to working for the equality of people with and without disabilities

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information: There are no indications that children from ethnic backgrounds perform less well than their peers.

How we advance equality of opportunity: We monitor the attainment and progress of all our students by ethnicity termly and actions to address any negative trends that may materialise.

Gender

We are committed to working for the equality of women and men.

Summary information: Our student population is skewed towards boys with the majority of our population being boys compared to girls.

Analysis indicate that girls and boys perform at least as well, and frequently girls perform better than boys. Due to the heavy weighting of boys to girls, statistical analysis is almost insignificant. We monitor the attainment and progress of all our students by gender termly and take actions to address any negative trends that may materialise.

Part 4: How we consult and engage with Stakeholder on matters of equality

We aim to engage and consult with students, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

1. Teachers and senior leaders in the school are easily accessible to all students and parents. High quality information is communicated through regular news updates via social media, the school website and managed learning environment.
2. Important information is shared with parents via the website, parent mail, text to parents, letters, Behaviour watch automated services, school reporting and Social media.

3. Regular and meaningful consultation takes place with the School Council, Annual surveys of students, parents and staff are undertaken with statistical data published to the community and planned responses communicated.

Part 5: Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the SRE and PSHE delivered within the ASDAN curriculum cover issues of equalities, diversity, religion, human rights and inclusion.
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that involve all student groupings.
- Take account of the performance of all students when planning for future learning and settling challenging targets.
- Make best use of all available resources to support the learning of all groups of students.
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;

- The school should place a very high priority on the provision for meeting all students' learning needs as well as their Social, emotional and mental health needs.

The school must provide an environment in which all students have equal access to all facilities and resources;

- All students are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students.

Curriculum

At Oak Bank School, we aim to ensure that our:

- Planning reflects our commitment to equality and SMSC in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Students will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all students have access to a personalised curriculum by taking into account the cultural and lifestyle backgrounds of all students, their learning needs are taken into account and their learning styles are considered.
- All students have access to qualifications which recognise attainment and achievement and promote progression.

Ethos and Atmosphere

- At Oak Bank School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an 'openness' atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Although physical access to the school is difficult under normal circumstances, vehicular access to a school door can be easily arranged for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within Oak Bank School is a high priority.

These resources should:

- Reflect "the reality of an ethnically, culturally and sexually diverse society".
- Reflect a variety of viewpoints.

- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of the school community consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Oak Bank School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem.
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use the first language effectively for learning.

Enrichment Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We undertake responsibility for making contributors to enrichment activities aware of the school's commitment to equality of opportunity (e.g. outside coaches, transport staff, external provision staff) by providing them with written guidelines drawn from this policy. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

Provision for Bilingual Students

At Oak Bank School we ensure that if required, appropriate provision is in place for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children.
- Those from refugee families.
- Students whose English is an additional language.
- Students who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students.

- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race.
- All students/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include student's access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality through the recruitment and selection process.
- Steps are taken to encourage people from under - represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g:

- Unwanted attention (verbal or physical).
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all students to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school.
- Encouraging members of the local community to regularly join in school activities e.g. Coffee mornings, Christmas meal, black history month celebrations, Eid, Diwali etc.
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

Part 6: Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community.
- The school's Equality and Diversity Policy is maintained and updated regularly.
- That procedures and strategies related to the policy are implemented.
- The named Equality and Diversity Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Leadership Team are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equality and Diversity Policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of, and comply with, the Equality and Diversity Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of race, disability, or other equality issues.
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equality and Diversity Policy
- Assessment Policy
- Behaviour Policy and Behaviour Management Handbook
- Suspensions Policy
- SMSC Policy
- Teaching and Learning Policy
- Staff Induction
- Admissions and Attendance Policy
- The curriculum Policy
- Safer Recruitment Policy
- CPD Policy
- Child Protection and Safeguarding Policy
- Sex and Relationships Education Policy
- SEN Information Report and SEN Policy
- Anti-radicalisation Policy
- Anti-Bullying Policy
- Code of Conduct

Part 7: The Measurement of Impact and review of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on all stakeholders from the different groups that make up our school.

Oak Bank Equality Objectives 2022-2026

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: We have chosen this objective to help us to identify trends in recruitment. This will help us to identify gaps in equality when it comes to recruitment.

To achieve this objective, we plan to:

Review the Safer recruitment policy to establish if any improvements need to be made.

To keep a log of all applicants in relation to protected characteristics to establish if we are receiving applications from people in groups where protected characteristics are identified.

Progress we are making towards this objective:

All applications are monitored in relation to protected characteristics-a spreadsheet is kept up to date.

Objective 2

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from January 2022), so that this group increases from 6% to 12% of the workforce. (from 8% to 16% of the front-line staff)

Why we have chosen this objective:

We feel that as a school, we are under-represented in terms of diversity, particularly in relation to black and ethnic minority communities. There are 12 (7) staff members from black an ethnic minority groups out of 94(88) front facing staff (Senior Leadership Team, Extended Leadership Team, Teaching Staff, Higher Level Teaching Assistants, Teaching Assistants, Home Tutor/External Staff, Behaviour Support Team, Safeguarding and Student Support Team) . This has increased from being 7.95% to 13.7%.

To achieve this objective, we plan to:

Widen the search for staff by advertising in different communities via a variety of different methods. To use social media platforms to advertise to a wider audience. Ensure that there is a statement that reflects the school's ethos on equality in every job advert.

Progress we are making towards this objective:

We are looking at alternative places to advertise roles in order to ensure that a wider audience is reached.

OBJECTIVE ACHIEVED. This has increased from being 7.95% to 13.7%.

	Number of staff	% of population
Staff on roll	**95**	**100%**
Pupil information		
Male	**26**	
Female	**68**	
Ethnicity Data		
White British/English	80	
White and Black Caribbean	4	
White and Black African	0	
White and Aisian	2	
Pakistani	1	
Black Caribbean	1	
Bangladeshi	1	
Any other mixed Background	1	
Any other white Background	1	
Any other ethnic group	3	

Objective 3

Have in place a reasonable adjustment agreement for all staff with disabilities by March 22, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

We feel that staff who are disabled should be supported to be able to work in a way where they are not disadvantaged when reasonable adjustments can be made.

To achieve this objective, we plan to:

- Ensure that there is a risk assessment in place to support any staff members with a disability.
- Ensure that there is a statement on all job adverts/Job application forms that sets out our approach to disability.

Progress we are making towards this objective:

All staff with an identified disability have access to Occupational Health and a follow up risk assessment to ensure that reasonable adjustments are made to support. All staff with disabilities have a risk assessment in place to support them.

Objective 4

To promote pupils' understanding of identity, diversity, community and equality.

Why we have chosen this objective:

We are a school that focus heavily on SMSC and this is delivered through every subject area in the school. Our PSHE curriculum is extremely diverse and effective. We feel that we need to modernise some physical areas in school to supporting those with gender identity. By operating in a more gender diverse way and modernising our approach to gender, we can help raise the profile and acceptance of LBGTQ+ community.

To achieve this objective, we plan to:

Develop the understanding of staff and students through providing quality teaching and staff training. Helping staff and students to understand Gender identity terms.

To move away from Diversity themed days to having a 'One World Café' a collective way.

Have the main school toilets as 'gender neutral' to support the understanding of Diversity.

To review the uniform policy to ensure it is gender neutral.

Progress we are making towards this objective:

The school are now using the theme of the 'One World Café' to celebrate Equality and Diversity. This was changed from 'Diversity Day' as although the message was positive, it needed amending. We felt that by having themed Diversity days for Black History, Pride and various other religious festivals- this actually singled out communities rather than celebrating difference in a more general way.

The school introduced Gender neutral toilets. The School council did request that there was an allocated girls toilet so they could gain more privacy in relation to sanitary items. This was implemented in January 2024 in response to this. There is now one girls, one boys and two gender neutral toilets in the block of 4 pupil toilets.

Uniform policy is gender neutral. There is no mention of boys and girls uniform. It is just a Uniform.